In deference to Marzano’s 6 steps to Vocabulary Instruction…in the Arts it looks like:

* Teacher provides definition (context)
* Students apply definition to musical work
* Students create a movement &/or gesture as a representation of the term
* Students see practical uses with the new term
* Students use the term as part of the norm in class (“we speak the language of music in here just like you speak Spanish in world language class”) [TWD]
* *Teacher provides definition* – term is presented on the board or in the music
* *Students restate-* students demonstrate the term in words or give a musical example
* *Non-linguistic –* Perform the term
* *Complete activities –* Perform the music and talk about the term
* *Discuss the new term –* Compare “new” term to not use the “new” term
* *Play games –* Apply the term in another example [AH]
* Teacher presents the word
* Students share prior knowledge of the term
* Class develops a consensus definition and checks it with teacher/book
* Students explore ways to link term to what it means on instruments (how to play loud, short, fast, etc.)
* Students apply term in rote & written exercises
* Term is reviewed as needed when it occurs in music [WS]
* Definition – identify word (symbol we don’t know)
* Restate – Ask students if the word sound similar to anything they already know
* Teacher gives definition
* Teacher demonstrates execution (model)
* Students perform with similarity
* Students are required to apply each time they see it in music (repetition = memorization) [CL]
* Look at the written word
* Say it out loud
* Talk about possible definitions based on look & sound
* Figure out the step (dance movement) based on written definition
* Find a ‘funny way’ to remember the term
* Demonstrate – break it down
* Use it daily in teacher-directed & student created choreography [AB]
* Introduce new vocabulary & definition
* Have kids recite new term (many dance terms are French) & definition (write in notebook)
* Demonstrate while students model movement / position = word
* Student practices step & says word
* Ask students to demonstrate vocabulary to reinforce
* Practice, practice, practice
* Develop & Use [SH]
* Teacher provides definition by stating & demonstrating
* Students observe pictures & illustrations
* Students demonstrate the movement & practice so they can restate & demonstrate in class [LV]
* Teacher provides definition of new step/movement/element
* Students relate it to other words (translation)
* Students demonstrate the word/movement with body (initial practice)
* Students use the movement in sequences
* Students use the movement in their own choreography (groups)
* Students use words in assessments / critiques (written or verbal) [MWL]
* Teacher introduces a new term
* Students practice using the term through performance
* Students are able to apply the term while creating their own works
* Students are able to use the term in discussion/critique [AW]
* Teacher demonstrates new term
* Students try to execute term
* New term is put into a dance segment
* Students create a new segment using the term
* Students perform their segment for each other [HH]
* Introduce/Define term
* Fine the term in the musical score
* Describe what the term does to the music
* Lightning drill in prep of test [CR]
* Introduce/Define Term
* Find a character in a show, play, movie, etc. that fits the term (farce, tragedy, stereotype, etc.)
* Lightning drill in teams [CR]
* Give students definition
* Students rephrase in their own words
* Perform the word (i.e. improvisation – dialogue)
* Warm-ups are used to reinforce the word
* The word is applied in various situations [VoB]
* *Introduce* the term (definition, a visual demonstration)
* *Rephrase -* Two-column note taking or check sheet or visual check
* *Restate* (draw, paint, sculpt the concept or term in their own work)
* *Activities* – students create visual artistic artifacts which show the term, skill, concept
* *Discuss* – group discussion, critique of others, self-critique, casually discuss among peers
* *Play* – students use the term, concept in other creations [LP]
* Teacher provides definition (elements of art)
* Students restate definition in their own words
* Students draw pictures that show the definitions
* Students create a project that uses the new vocabulary
* Students can discuss how they used their vocabulary in their artwork
* Students can use in a verbal or written critique [HL]
* Create a list of new vocabulary
* Ask if anyone knows the definition of any words
* Teacher pronunciation (Italian words)
* Show word / abbreviations in the musical score
* Complete matching worksheet
* Play Music Bingo [ES]
* Teachers provides definition of musical term
* Students explain the word in their own way
* We apply the musical term to our reading / performance of the music
* We apply the musical term to other pieces of music and use it in critiques
* Students discuss the new term amongst themselves
* We experiment with the new term, applying it in various and sometimes unusual ways (for example, applying crescendo and decrescendo in ways that we wouldn’t normally if we are singing musically [JD]
* New word: D.C. al Fine – explain
* Students explain the “road map” to each other – put fingers on the music to follow the path
* Students play music using the D.C. al Fine (a type of repeat). Students assess as teacher plays & look for mistakes. Students write a silly story using this word and others using it correctly in context [JM]
* Students are provided with definition
* Students are given audible examples of the terms
* Students play short melodies using new concepts
* Students demonstrate their understanding of the concepts/terms when playing a variety of musical selections [RR]